DOCUMENT RESUME

ED 272 131 HE 019 592

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TITLE Research/Evaluation.
INSTITUTION Association for the Study of Higher Education.
PUB DATE 86
NOTE 12p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Course Content; *Course Descriptions; Course Organization; Curriculum Development; *Evaluation Methods; Graduate Study; Higher Education; Naturalistic Observation; *Postsecondary Education as a Field of Study; *Program Evaluation; Research Design; *Research Methodology; *Self Evaluation (Groups); Teaching Guides
IDENTIFIERS *ASHE ERIC Higher Education Course Syllabi Project; Columbia University NY; Ohio State University; Pennsylvania State University; Rutgers the State University NJ; University of North Carolina Chapel Hill

ABSTRACT

Nine syllabi for courses on research and evaluation in higher education are reviewed. The syllabi fall into four areas: general research design and methods, program evaluation, naturalistic inquiry, and institutional self-study. A course on research design and methods at the University of North Carolina, Chapel Hill, focuses on three basic modes of inquiry and requires students to develop a research proposal using one of the inquiry modes. A University of Arizona course provides students experience with research methods and data collection and allows them to begin formative work on a dissertation proposal. A Rutgers University course describes the sources of control and models for evaluation, self-regulation, accreditation, and institutional licensing processes. Also considered are research design and methods courses at Ohio State University and the University of Michigan; a team-taught research methods course at Columbia University; a research methods course at Pennsylvania State University; a course in naturalistic inquiry in educational administration; two courses in educational program evaluation at the University of North Carolina, Chapel Hill; and a course on institutional research and planning at the University of Michigan. Texts used in the courses are identified. A list of members of the course syllabi network is included. (SW)

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# Clearinghouse for Course Syllabi in Higher Education

RESEARCH/EVALUATION

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HE 019 592

A Project of the

Association for the Study of Higher Education

Committee on Curriculum, Instruction, and Learning

1986

RESEARCH/EVALUATION

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# Research/Evaluation Courses in Higher Education

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## Research/Evaluation Courses in Higher Education

The ERIC Clearinghouse on Higher Education currently has nine syllabi in the area of research/evaluation. These syllabi fall into four distinct areas: general research design and methods, program evaluation, naturalistic inquiry, and institutional self-study. In the general research design and methods category, two have "inquiry" in their title. William Loadman (Ohio State) teaches "Introduction to Inquiry" and James Morrison (UNC-Chapel Hill) teaches "Logic of Inquiry." Loadman focuses on students being able to accurately define and understand basic vocabulary and concepts as well as being able to critique and design a study. He uses the text by Gary Moore, Developing and Evaluating Educational Research (Little, Brown and Company, 1983). Morrison focuses on the three basic modes of inquiry (experimental, quasi-experimental, and non-experimental, both qualitative and quantitative) and requires each student to develop a research proposal using one of the inquiry modes. The proposal draft is critiqued in class by two students (all students read all proposals) and the instructor. The revised version is submitted for sumative evaluation. Critiques are evaluated as to how helpful they are to the author in revision. He uses the Orienstein and Phillips text, Understanding Social Research and a series of selected journal readings.

Loadman also teaches another course titled, "Proposal Development" which requires students to develop and critique proposals. He uses the

Loring and Harold text, Proposal Preparation and Management Handbook (Van Nostrand Reinhod Company, 1982).

In John Blackburn's (Michigan) course on research design and methods, the focus is on the logic of the research process and the issues that different techniques address. This course serves both students who need to know how to interpret research studies or to phrase problems as researchable questions and students who intend to be researchers, the distinction operationalized in the form of a final for the first group and a research proposal for the second. As texts, he uses Selltiz et al. (Research Methods in Social Relations), Campbell and Stanley (Experimental and Quasi-Experimental Designs for Research), and Glaser and Strauss (The Discovery of Grounded Theory: Strategics for Qualitative Research). In addition to this course, Michigan students can enroll in a research practicum to assist them in preparing a research article suitable for publication.

Richard Anderson and Wagner Thielens (Teachers College, Columbia) team teach "Research Methods in Postsecondary Education" using the Kidder revision of Sellitz, Wrightsman, and Cook's Research Methods in Social Relations. This course introduces students to a range of methodologies and their application in higher education so that students will have a better understanding of what research is, what methods suit their interests and abilities, and what courses they will need to enroll in to prepare for their dissertations. The range of methods covers experiments, interviews, case studies, surveys, and meta research

techniques. Students do not write a proposal, but have a take-home final examination.

Larry Leslie (Arizona) teaches a course titled, "Research in Higher Education Administration," which is designed to provide experience with a range of research methods and data collection techniques and begin formative work on a dissertation proposal. He uses a lecture-discussion format including student presentations and class critiques. Each student writes seven short (four page) papers and seven critiques of other student's papers. He uses the Kerlinger and Campbell and Stanley texts, supplemented by a reserve reading list.

Jim Fairweather (Penn State) teaches what may well be the most comprehensive "Research Methods" course. He begins with a heavy dose of reading in the philosophy of science (Kuhn, Shapere, Duhem, Adorno, Popper, Dahrendorf, Simon, and Soltis), proceeds through problem definition, conceptual frameworks, measurement, instrumentation, and data collection, and the three modes of inquiry. He includes discussions of path analysis, time series designs, and qualititative methods. Students are required to work in small groups to develop, present, and defend research designs. The course concludes with students preparing a dissertation proposal.

**Naturalistic Inquiry**

Yvonna Lincoln (Kansas) teaches "Naturalistic Inquiry in Educational Administration." The purpose of this course is to introduce students to

qualitative methods and develop their skill in using participant and non-participant observation, structured and unstructured interviewing, unobtrusive measures, document analysis, use of records, and non-verbal communication. She also focuses on issues of validity, reliability, objectivity and generalizability in qualitative data, use of the case-study technique, and ethical problems. Students are required to report their experience with these methods, review an exemplar case study, and take two examinations. The text for this course, Guba and Lincoln, Effective Evaluation, is supplemented by journal readings.

**Program Evaluation**

Two syllabei concern educational program evaluation, both taught at the University of North Carolina at Chapel Hill, one by Charles Friedman and the other by James Morrison. (Same course title, but one given in the fall and one in the spring.) The general objectives of both courses are the same, i.e., for students at the completion of the course to converse fluently on the subject of evaluation and to be able to critique and design an evaluation of an educational program. Their means to achieve these general goals differ. Although both begin by covering different approaches to educational evaluation, Friedman uses a case study method requiring students to analyze a competed evaluation study, to analyze a "given" study design and complete it, and to design an evaluation for a program described in the case. He uses Guba and Lincoln's Effective Evaluation, House's Evaluating with Validity, and Popham's Educational Evaluation.

Morrison uses a workshop approach (after initial sessions focusing on different paradigms) where each student designs an evaluation proposal for a specific (and real) educational program, including specific data collection and analysis plans. Each section of the proposal is presented to a peer work group, who, along with the instructor, provides a detailed critique. The completed proposal is submitted to a new group for a fresh critique of the proposal as a whole, and revised for summative evalution by the instructor. Students are also evaluated on their ability to provide helpful critiques of their colleague's work. The basic text for this section is Popham, Educational Evaluation supplemented with readings from journal articles and texts on research methods.

**Institutional Self-Study**

H.R. Kells (Rutgers) teaches a course titled, "Institutional Self-Study, Planning, and Evaluation in Postsecondary Education." This course is designed to describe the sources of control and models for evaluation, self-regulation, accreditation, and institutional licensing processes in postsecondary education. Attention is also given to the elements of institutional self-study processes, institutional research, and planning models and processes. Students are expected to design an institutional self-study for a particular institution. Texts for this course are Jedamus and Peterson's, Improving Academic Management, Keller's, Academic Strategy, and Kells', Self-Study Processes.

Marvin Peterson (Michigan) teaches, "Institutional Research and

Planning," a course which examines the content, research methods, decision support systems, and the knowledge utilization strategies of institutional research. In addition, the course focuses on the relationship of information technology, institutional research and institutional planning, and seeks to develop competencies in designing, critiquing and administering an institution's organizational intelligence and planning function. The pedagogical format includes field trips, guest speakers, readings, discussions, and modeling exercises. Students complete a project and a literature review of one area of the IR/planning literature. He uses the Hopkins and Massy (Planning Models for Colleges and UNiversities), Jedamus and Peterson (Improving Academic Management: A Handbook for Planning and Institutional Research) texts supplemented by the New Directions for Institutional Research monograph series.

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# Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabi. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

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To establish a viable clearinghouse, your help is needed. Please flood members of the network with your course syllabi and suggestions. Help establish a higher education clearinghouse for course syllabi.